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ABSTRACT

This monograph addresses the issue of needs assessment in the educational process and how it applies to the school counselor's role. The authors provide information on the process of needs assessment, from the initial step of obtaining commitment to the final outcome of improved program planning and development. Using an example common to many situations and settings, the authors spell out the step-by-step procedures necessary for successful implementation of needs assessment. The bibliography and appendixes provide various materials that the readers can adopt or adapt for use in their own work settings. There is also a list of schools and agencies already engaged in the process who will provide reactions and opinions. (Author/YRJ)

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NEEDS ASSESSMENT! WHO NEEDS IT?

by
Donald G. Hays
and
Joan K. Linn

Edited and with an Introduction
by
Garry R. Walz and Libby Benjamin

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PREFACE

The American School Counselor Association is pleased to have cooperated with the ERIC Counseling and Personnel Services Information Center to produce a series of monographs on subjects about which school counselors are expressing concern. Through regional meetings, groups of counselors identified topics they deemed to be of high priority, and five were selected for the monograph series. The series focuses on broadening the knowledge and enhancing skills of school counselors in a very practical sense.

I hope these monographs will assist counselors and counselor educators to meet the needs of students more effectively. After reading the monographs, counselors may wish to encourage ASCA to develop additional publications on other important topics.

I wish to express my thanks to the authors, Donald G. Hays, Helen F. Kristal, A. William Larson, Robert D. Myrick, and Daniel H. Nasman for the quality of their manuscripts. Also, my special appreciation to Garry R. Walz and to Libby Benjamin for initiating and sponsoring the project, and reviewing and editing all manuscripts.

It is my sincere hope that this series of monographs will be a valuable contribution to the work of school counselors, counselor educators, and other helping professionals.

Carol Reynolds
Interprofessional Relations Coordinator
American School Counselor Association

INTRODUCTION

New populations to serve, greater demands to demonstrate professional worth, thorny legal questions to resolve, and the need to acquire new skills are just some of the presses being experienced by members of the helping services. The demands for broadened services of counselors and other helping professionals have increased notably in recent years. The support for those services, however, has remained constant or diminished. Therefore, counselors are seeking more impactful strategies to deal with this paradox of more to do and less to do with.

While the need for new approaches and skills clearly exists, counselors are plagued by the double-headed problem of resources which are either difficult to obtain or too theoretical and abstract to be of practical utility. A high level discussion of child abuse has little to offer the hard-pressed counselor faced with helping a tormented child.

Our goal in creating this monograph series was to assist counselors to acquire practical and immediately adoptable techniques and procedures for dealing with current or emerging concerns. Initial discussions with the then ASCA president, Don Severson, and later with the ASCA Governing Board and Carol Reynolds, led to our identifying and prioritizing areas toward which we should focus our efforts. With help from ASCA, authors were selected who were highly knowledgeable about the functions of counselors in these chosen areas. Theirs was the task of culling from the large reservoir of accumulated knowledge and their own personal know-how those ideas and practices which would best serve pressed, if

not embattled, counselors.

It is our judgment that the process has been successful. Five monographs have been developed which deal with highly prioritized counselor needs and provide direct assistance to counselors. Singly or as a series, they can help counselors to heighten their awareness and upgrade their skills.

The titles of the five monographs in this series are: Needs Assessment: Who Needs It?, The Role of the School in Child Abuse and Neglect, Student Rights: Relevant Aspects for Guidance Counselors, Consultation as a Counselor Intervention, and Legal Concerns for Counselors. In all of the manuscripts the authors provide a brief overview of the historical background of the subject, speak to current trends and developments, offer a glimpse of directions for the future, and, most important, emphasize new roles for counselors and strategies counselors can use to be more effective in their work. Readers will also find extensive lists of helpful resources to which they can refer for more information.

The rewards for us in working on this project have been many. The support, interest, and cooperation of Don Severson, Carol Reynolds, and Norm Creange have been all that we could have asked for. The authors, while not always agreeing totally with our ideas, have been most responsive in incorporating our suggestions into the texts. Perhaps most of all, we feel rewarded by that certain look of discovery and pleasure evident in the faces of those who have reviewed the manuscripts. Like us, they experienced the joy of knowing that here at last was something

that could really make a difference in what they do. That pleases us immensely! Because making a difference is, after all, what we and ERIC/CAPS are all about.

G.R.W.
L.B.

ABOUT THIS MONOGRAPH

Accountability, today's watchword, begins with needs assessment, so that precise goals can be targeted and progress toward those goals charted. In this monograph Dr. Hays and Ms. Linn guide the reader through the process of needs assessment, from the initial step of obtaining commitment to the final outcome of improved program planning and development. Using an example common to many situations and settings, the authors clearly spell out the step-by-step procedures necessary for successful implementation of needs assessment. The bibliography and appendixes are rich with materials that readers can adopt or adapt for use in their own work settings, and a list of institutions is provided for persons wishing to "hear it like it is" from schools and agencies already engaged in the process.

We believe that this monograph captures the essence of needs assessment succinctly, in easily readable and understandable style. For the novice, it provides information and know-how; for the skilled, it brings together nicely the most important steps in the process and becomes a useful resource for ready referral.

ABOUT THE AUTHORS

Donald G. Hays is Administrator, Research and Pupil Services for the Fullerton (California) Union High School District. Since 1960, he has been involved in organizing and managing pupil service programs directly in his own district, indirectly through consultation with other school districts, and through teaching in several counselor education programs. Dr. Hays has written extensively in the area of guidance program management. Recently he developed a student guidance system for his district built around the concepts of a systematic approach for the delivery of sequentially designed guidance programs to meet the needs of the youth. Crucial to the implementation of the system is the topic of this monograph: a continuous needs assessment process.

Joan K. Linn, Orange, California, is a free lance consultant specializing in the application of system analysis techniques to educational programs. Over the past ten years she has been involved in the development, implementation and evaluation of programs throughout the United States as well as in over 200 school districts in California. Her professional experiences encompass the areas of early childhood and counseling and guidance, and compensatory, bilingual, Indian, career and special education. In addition to the planning, writing and evaluation of such programs, she has provided staff training and developed a variety of materials utilizing both system analysis and evaluation techniques. The needs assessment model presented in this monograph was designed and field tested in the course of these activities.

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NEEDS ASSESSMENT! WHO NEEDS IT?

Donald G. Hays
Joan K. Linn

As educators, we are experiencing a painful process of societal scrutiny. Up to the present time, the level of education in the United States has made us a forerunner in the world community. While superior, however, our progress has not been as dramatic as that of our world neighbors. In some areas our leadership is even being challenged. As Americans, however, we insist upon being the best--and by a wide margin. Therefore, any signs of slippage signal careful examination and explanation. There is evidence that the American people are not satisfied with their educational system. The public, in response to requests for dollars to meet the costs of inflation, have been saying, "Not until you can show better results from your endeavors will we give you more money." Educators, formerly receiving unequivocal support, are now having to be more accountable for what they do.

The response to this demand for accountability has led to improved educational processes. The Management By Objectives or System Analysis approaches form one type of these processes. They include emphasis upon goal setting, development of objectives, identification of priorities, improvement of programs to meet the objectives, and an evaluation process to measure progress toward the goals. An important aspect of this overall process is a Needs Assessment.

What is it?

Educational needs assessment is becoming an increasingly more routine activity for many school districts. School personnel submitting proposals for categorical or competitive funding are well aware that one of the major requirements is an assessment of needs of the student population to be served. With or without special funding, needs assessment is a process of critical importance to educational organizations to help clarify their intent, determine their current status, and identify areas of strength and weakness. Bell (1974) stated that "Since we have so many problems and since our resources are limited, it is essential that we look at the performance of our educational institutions and establish a hierarchy of priorities" (p. 32). Through a needs assessment, the educational system as a whole, as well as each of its various parts, can do just that.

Where do school counselors fit in? For the most part, they have not been directly involved with the needs assessment process. In fact, where counselors are aware of this activity, they seem to feel a reticence about becoming involved--for a variety of reasons. Any new tool or technique represents a change, and change is usually met with resistance. We become very comfortable with those things that are familiar to us. We hesitate to move away from the known, no matter how ineffective the present method of operating may be, into the unknown. Furthermore, many counselors believe that the activities required of a needs assessment are too time consuming and prevent them from doing

their job. Some believe needs assessment to be another new idea which in the long run won't make any difference anyway. Still others insist that it is neither functional nor possible to specify outcomes and still retain the flexibility and humanism which are such a necessary part of counseling. On the contrary, we propose that a comprehensive needs assessment will provide counselors with a solid foundation for defining their base of operations, identifying the discrepancies that exist, and focusing their energies toward the reduction of those discrepancies. Only through this process can we insure that the needs of students, staff and community are being addressed and that appropriate alternative solutions are being considered. Through the following discussion it is hoped that the needs assessment process will become familiar and that counselors will be able to recognize the tremendous value of this process for improving the effectiveness of their activities for the youth they serve.

The term "needs assessment" has been used in a number of ways, and, as with many terms in our society, each person has a different idea of what it means. In order that we begin at a common base with a common language, it is important first to provde an operational definition of the terminology to be used. Kaufman (1976) offers an excellent definition of "need" and "needs assessment" and we shall, therefore, accept his statement as our operational definition:

> A need 'is the gap between what is and what should be.' It is a noun, i.e., a thing. As used here a need is nothing more or nothing less than the documented gap or difference between the results we are currently achieving and the results we wish to achieve. It is a gap in ends, not means. A needs

> assessment is a formal collection of gaps, the placing of the gaps in priority order, and selecting the gaps of highest priority for action and resolution. It is a formal process. (p. 20)

For the school counselor, there are two concepts of "what should be":

1. The desirable form of demonstrated behavior for each student at the conclusion of the interaction between student and counselor (product/ends).

2. The desired methods by which the counselor assists the student toward the accomplishment of (1) above (process/means).

The "what should be" is usually stated as a goal or goals. Goal setting is extremely important and will be referred to throughout this document but it is a topic requiring further consideration beyond the scope of this monograph. Assuming that goals have been set, both for the student and for the organization, we are ready to identify the "what is." If we know rather precisely what we expect of students, then we can gather current data about the students regarding that particular outcome. The discrepancy between the two is the need to be met.

We have an operational definition of "need": *the discrepancy between "what is" and "what should be."* For "needs assessment," our operational definition will be: *the process of ascertaining and documenting the discrepancy between "what is" and "what should be."* Kaufman (1972) calls this a "discrepancy analysis." Ultimately, the product of this process is a needs statement with the following general

characteristics:

1. A listing of desirable guidance/counseling goals (*what should be*). It is essential that these goals be stated in terms of student outcomes (what students will do) rather than in terms of guidance/counseling activities (what counselors will do).

2. A list of statements describing the present level of attainment of these goals (*what is*).

3. A listing of statements describing the differences between "what is" and "what should be" (*discrepancies, gaps, needs*).

What has been said so far is but a brief introduction to this monograph. In succeeding sections we will elaborate on these concepts by asking and answering the following questions:

1. Who needs it? The implications of needs assessment upon persons involved in guidance and/or counseling will be presented.

2. How is it done? A particular method of a needs assessment will be discussed including the processes for conducting the needs assessment.

3. Who is doing it? Examples of needs assessment activities currently being conducted by school districts will be provided, and where feasible, instruments used in a needs assessment will be displayed.

4. Then what? The effects of needs assessment upon guidance and counseling activities in each of these school districts and other agencies will be described.

Who needs it?

We all need it! In order to achieve the identified guidance/ counseling goals for students we must consider several elements having impact upon the process. It is important that we first address the needs of counselors. This may seem strange, but until the discrepancy between what is and what should be for counselors personally is reduced, their effectiveness in assisting students is in jeopardy. As a counselor, if my goals are too far removed from where I am currently, then my first concerns are for my needs and may conflict with attempts to meet the needs of my counselees. The counselor must "get his/her act together" before progress in the accomplishment of student goals can be achieved.

The needs of students must be considered next. Where they are and where they should be is of primary concern to both students and the school counselor. A determination of discrepancies and an analysis of the reasons for these will serve to identify priority areas. It is in these areas that students will expect assistance. It matters not what counselors feel are the most important areas of concentration--how students prioritize their needs is what counts. If, for example, students indicate that assistance in planning their high school education is a high priority, the counselor has an obligation to provide counseling activities specifically directed to meet this need. While a student's self concept is inextricably linked with how he/she sees him/herself in the school setting, it is not until we deal with

the student's perceived priorities that we can begin to affect other areas of need.

Counselors and students do not work in isolation. The staff, parents, and community also have needs that must be met. While more difficult to ascertain, these needs must also be identified and taken into consideration. And the institution has needs, too. Developing and managing programs to meet the needs of all these various groups requires an organization devoted to humanistic endeavors. Student needs must be met by personnel whose needs are being met within an institution organized in such a fashion as to provide an effective delivery system of programs to respond effectively to the needs of a variety of people.

How is it done?

How to conduct a needs assessment depends upon a number of variables. The first to keep in mind according to Kaufman (1972) is that a needs assessment must meet the following criteria:

> 1. The data must represent the actual world of learners and related people, both as it exists now and as it will, could, and should exist in the future.
>
> 2. No needs determination is final and complete; we must realize that any statement of needs is in fact tentative, and we should constantly question the validity of our needs statements.
>
> 3. The discrepancies should be identified in terms of products or actual behaviors (ends), not in terms of processes (means). (p. 29)

A second variable is the level of complexity of the assessment,

and will be dictated by the particulars of the situation. The individual or organization directing the assessment must determine the level of complexity best suited to the purpose. Counselors wishing to proceed with an accountable guidance program should not wait for the formal organization to initiate a comprehensive needs assessment. They can begin whenever it is feasible to do so. For example, you, the counselor, can begin today with a simple assessment of your counselees' needs. Suppose your goal is for the majority of your students to have made decisions related to future career activities upon graduation from high school. You recognize that the community, the school, and you, want each graduate to have a plan of action to follow. You know for sure that for some students this is a need, but you're a little hazy about others. Your time is limited and you would like to develop some specific activities for those who do not have a plan. A simple questionnaire given to your counselees can provide the information you require. Questions to ask might include:

1. Upon graduating, which of the following do you plan to do?
   a. Continue your education
   b. Go to work
   c. Go to school and work
   d. Other
   e. Don't know
2. How sure are you of your plans?
   a. Very sure
   b. Somewhat sure

c. Not sure

Those students responding to 1(e) and 2(c) would benefit from assistance, and they then become the population for whom you can design activities based upon diagnosed needs. Additional questions can serve to define further the nature of the problem and shed light upon some solution or appropriate activities.

Implied in this example is a systematic process to conduct this assessment. Linn (1976) offers some help by breaking down the process into a series of eight phases:

1.0 Obtain initial commitment

2.0 Clarify direction and intent of needs assessment

3.0 Plan the needs assessment process

4.0 Collect and summarize information

5.0 Analyze information

6.0 Report findings

7.0 Judge evidence

8.0 Plan program improvement

We are now going to consider each phase as it applies to counselors. The comments to follow can be pertinent to a guidance department of a school and/or to a district as a whole. As one moves from the simple to the complex, the emphasis must be placed upon efficient organization and coordination of the process. The final outcome, regardless of the level of operation, is the needs statement presented in performance terms.

1.0 Obtain initial commitment. We have stated, or at least implied, that a needs assessment is a component of a larger activity. The assessment is usually initiated when one or more members of a staff have concerns or questions for which objective answers are not readily available. Existing documents/reports can be an excellent source for identifying problems, the first step in this phase. Reports from testing, attendance, accreditation, vandalism, community or staff surveys, or even subjectively perceived attitudes can provide the basis for defining the problem areas to be investigated. Once the concern is defined, the next step is to develop a plan and select a course of action. If the results of planning are to be useful in a guidance/counseling program, all participants in the assessment must be involved in the decision to move ahead. The counselor should provide leadership in outlining what is to be accomplished as well as when and how it is to be done. Furthermore, administrators, teachers, students, and parents should be represented during the planning stage. In this way, counselors can obtain both formal and informal commitment.

Example: Susan Jones is a counselor in a junior high school of a medium-sized midwestern city. The community surrounding the school is what one might term "typical middle class." Susan has become aware that the educational expectations of parents for their children tend to be unrealistic in light of what happens to the graduates of the local high school. She senses that parents are exerting subtle or not so subtle pressures on their children, her counselees, and that these pressures seem to be causing a

high level of anxiety among the students. To date she has little or no concrete data upon which to base her suspicions--only feelings. In discussing her impressions with members of the faculty and the administration, Susan finds that others share her feelings. She proposes that the administration conduct a formal needs assessment in order to ascertain whether her feelings are valid. The acceptance of this proposal depends upon many factors, but the key factor is her excellent working relationship with her administrator. Susan is an example of the counselor who is seeking an initial commitment to proceed. In this case, the administrator convenes a small group to act as the planning committee for the project. Members of the committee include an administrator, a teacher, a parent, and a student, with Susan appointed as chairperson.

2.0 Clarify direction and intent of needs assessment. When a problem presents itself, a planning team must exercise restraint in determining the scope of the problem. Team members must give serious thought to the purpose and use of the needs assessment results. The scope of a needs assessment which involves changes in student behavior as a result of a decision-making class is much different than the scope of one which assesses the effectiveness of a guidance program in five schools.

Once the domain or direction of the assessment has been established, planners must then arrive at consensus concerning the outcomes which are expected within this domain. If the problem is one of increased

truancy, then what reasonable level of truancy can be accepted by all concerned? It would be easy to say that there shall be no truancy, and this goal may be a long range expectancy--an impossible dream, perhaps, but one that forces the planners to keep striving. To be realistic, however, the team must establish reasonable and reachable expectations that are acceptable to the total staff as well as to the community. Not all goals can be as easily described as this one, or accepted easily by the team or by those each team member represents. In our heterogeneous society, we are bound to see things differently, and each planner has a different perspective which must be recognized by other planners. Nevertheless, in order most effectively to marshall and focus our resources, the team must ascertain what it is they hope to accomplish. This then becomes the goal toward which they agree to strive.

It is additionally helpful to refine the goal(s) to measurable performance terms. Kaufman's (1972) comments about performance terms are apropros to this issue:

1. What is to be achieved?
2. By whom is the outcome to be displayed?
3. Under what conditions?
4. What criteria will be used to measure success? (p. 39)

To limit further the scope of the needs assessment, planners will want to select which of the diverse elements of the system are to be assessed. If they have elected to investigate the overall effectiveness of the guidance program, they will certainly ascertain the behaviors or performance of students as well as the present activities

being conducted. But equally relevant are the monies allocated to counseling, the hiring and training of staff, the attitudes of parents, the present materials and facilities. These considerations, in addition to the resources available, should serve as the basis for designating priorities in conducting the needs assessment.

Example: As an experienced and well-trained counselor, Susan is effective in small group activities. She leads the planning group into clarification of the concerns they share and begins to help them focus on a central issue. The members agree that the central problem is the differing expectations of parents with regard to realistic achievement of students. Once this central issue, or problem, has been defined, the team then proceed to the second part of this phase. Now Susan leads the group into establishing the outcomes they wish to achieve. The team members establish a goal statement. Since success is dependent upon the involvement of those who will be affected by the project, the team solicit reactions from the various groups they represent. They reach consensus before proceeding. Finally, the goal statement is converted into a statement, or statements, of measurable performance terms. In this way, everyone agrees on a common set of terms, and Susan begins the planning process with a better idea of what information must be gathered.

3.0 Plan the needs assessment process. Previous steps of the process have been more of a clarification and preplanning nature. Now the specifics of planning begin. Before rushing out to develop a

questionnaire, test or other instrument, planners must first determine the exact information they require. There is nothing more tragic than to collect too little, too much, or inappropriate data so that analysis of the information leaves staff no further ahead than when they started. Do we want to know numbers or percents of students who can do something? What specific things do we think they should be able to do? Do we wish to know how different grades or sexes perform with respect to a given outcome? Are we concerned about minimum performance, or would information concerning a range of performances be most useful?

The planning team must answer these questions and many others like them for each of the goals they have identified, by constantly keeping in mind what information they require at the end of the process. Planners can then begin to look at how best to collect information. In many cases, data already exist and must merely be retrieved. To reinvent the wheel is much too time consuming, and duplication of effort is not only costly and inefficient but also tends to alienate those involved in the process.

In addition to specifying the data required, planners must also determine ahead of time all of the activities of the needs assessment, as well as by whom, how and when they will be accomplished. A formal time-line or a simple checklist can serve to keep everyone on target.

Finally, the needs assessment team or leader must insure that participants are sufficiently knowledgeable about the process to perform their activities effectively. This can be achieved through formal or informal training as well as regular exchanges of information.

In summary, an individual conducting a needs assessment would be well advised to determine everything that could go wrong and take steps to minimize the problems in advance.

Example: Susan, with the help of the team, begins to develop a precise checklist of questions and items that will assist the team to collect appropriate data from the right group of people at the right time in the right way. The team members review their current sources of information to determine what instruments might be needed to obtain data. Much of the data are already available and need only be retrieved from some existing report or office. Susan is aware of a variety of reports submitted annually to the governing body of the school district and makes a note to obtain these for later review. Susan constantly keeps the outcome(s) in mind and reminds the team when the discussion veers away from the outcomes. She also spends some time discussing criterion-referenced assessment and interviewing techniques since some team members are not experienced in these areas. Knowing that a planning design is helpful, she presents a tentative one to the committee. Such a design identifies what is to be done, who will be responsible for the activity, how it will be done, and what is the expected completion date. Once again, the team communicates with all appropriate personnel regarding the plan to be followed.

4.0 Collect and summarize information. If planners have carefully attended to all of the preliminary phases, the actual implementation of

the activities is, for the most part, the simplest step in the process. Administering questionnaires, retrieving information, keeping track of personnel, and scheduling are merely the managing and monitoring steps in the process. Two crucial and somewhat complex tasks, however, do occur during this phase: the selection and/or development of instruments and the summarizing of information.

Instrumentation, of course, comes first. Planners must determine what information is lacking and what would be the best vehicle for obtaining that information. Questionnaires, surveys, interviews, observation, criterion-referenced tests, frequency counts, Delphi and many other techniques comprise the shopping list from which to choose or to develop instruments. Furthermore, construction of instruments is a precise process in which such criteria as validity, reliability, objectivity, and efficiency must be considered. While it is not possible to go into detail here, care should be exercised in the development or selection of instruments to insure that adequate and appropriate data can be gleaned from any instruments used.

Summarizing information can be tricky, too. Raw "scores" or data generated from the instruments must be summarized for the groups being considered. In many cases data are converted from raw form to another form such as percentages or averages. This information is then further summarized and transferred to its final resting place in the needs statement. The more hands (or heads) that deal with specific data, the greater the risk of error.

Example: Susan recognizes that pertinent information is miss-

ing and can be secured only from parents and students. She and the team review many methods for collecting data and choose to randomly sample the total student body with a locally constructed questionnaire. They decide to survey the parents of the students chosen with a similar questionnaire. Recognizing the care needed to construct these questionnaires, Susan prepares the instruments, reviews them with the team, and selects a small pilot group of students and parents to respond to the first draft of the documents. Any necessary modifications are made, and the revised survey questionnaires are printed. The sample population is identified, and the instruments are administered. Susan does not have access to a computer, and she reviews her information requirements to see how best to summarize the information in an organized fashion from the questionnaires. She chooses to treat the populations according to sex and grade level for the students and to separate the parent group in the same way. Tallying the responses to each question accordingly, she later converts the "raw scores" to percentages.

5.0 Analyze information. Now comes the time to pull it all together; results and trends emerge from the vast array of numbers and words that have been generated. The data which have been collected are sorted in terms of the goals originally established. The desired conditions (what should be) are listed. Using the data, the existing conditions (what is) are clarified. Analyzing the difference between the two reveals the discrepancies. Further analysis might also provide

possible causes for some of the discrepancies. While not always mentioned as a part of this process, information about causes can be extremely helpful when investigating and selecting solutions.

With the results of the needs assessment now in hand, it is possible that more data have been elicited than can be assimilated and put into action programs at one time. Priorities may have to be established. One method is to put the emphasis where the discrepancy is greatest. We recommend another approach. Planners should examine each identified need independently of the other and, in the process, ask these questions: "What will it cost (time, money, personnel, etc.) to meet this need?" and, "What will it cost to ignore this need?" On the basis of the answers to these questions, each need should be assigned a "1" (immediate action), "2" (action as soon as "1" needs are addressed, or future action), and "3" (action when all other needs have been met). Once needs have been placed in priority order, the school staff should identify alternative courses of action to meet these needs. Again the staff must be willing to be open and flexible in finding alternative solutions to the problem. The process of selecting from among alternatives is not within the scope of this document. Suffice it to say, such processes exist and counselors are encouraged to consider them (Kaufman, 1972; Kepner & Tregoe, 1965).

Example: Once questionnaires and other sources of information are retrieved, they are summarized, first independently, and then matched with the desired, agreed-upon conditions. Since Susan developed a simple coding system, the sorting problem is relatively easy--but the summarization takes longer because it has to be

checked and rechecked. Finally the data are organized into a form whereby existing conditions can be identified. Then, all of the information is presented to the team and they discuss the implications. Several discrepancies emerge from the data, and the team studies each one to establish priorities for action. The team comes up with many solutions for bridging the discrepancy gap. Susan cautions the team to refrain from selecting "a" solution but encourages them to list all of the possible alternatives for further study.

6.0. Report findings to selected audiences. Who is to receive the results of the needs assessment? Depending upon its original scope, the nature of the recipients may vary. At the very least, persons in a position to affect the area under consideration, as well as persons who will be affected, should be apprised of the results. Whether a formal written report or an oral presentation, a full scale description or a brief summary, a press release or a memo, results of needs assessment are valueless if not disseminated.

Example: The team decides to present all of the data to the principal with the request that he make a formal presentation to the governing body of the district. They prepare a report containing the following:

1. Rationale for the study
2. Statement of the problem
3. Expected outcomes
4. Procedures followed

5. Results obtained compared with expected outcomes

6. Suggested possible solutions

The principal presents the report to the school board, calling upon Susan to respond to questions raised by the board. Later, staff members and the school advisory group receive a summary of the results.

7.0 Judge evidence. The results of the needs assessment must be judged in the context of the overall goals of the institution as well as the particular goals of the counseling and guidance program. How great are the strengths? How serious are the weaknesses? What are the implications and consequences of expanding, eliminating, or changing? With which of the first priorities should the planners begin? These are questions that will confront the individuals wishing to utilize the needs assessment results, and they must be answered in order to move to the next major step--and the original purpose for conducting a needs assessment: planning for program improvement (8.0).

Example: The school board reviews the contents of the report and authorizes the principal to begin plans to reduce the discrepancies. In addition, the board asks the principal to select a solution and to submit a request for funding, along with a plan of action for implementing the solution. Susan is requested to assist in the selection and implementation process and to provide a progress report to the board at a later date.

A needs assessment is not a one-time activity. Its effectiveness depends upon a continuing process which proceeds from a needs assessment

to corrective action or expansion programs to evaluation of results. which in turn becomes a needs assessment for the next cycle. Once started it becomes a closed-loop system with appropriate feedback.

The steps described above can be followed by any individual or group. However, it should be stressed that a counselor is in an excellent position to provide the impetus and leadership for the endeavor. With the student as the client within the school, and the counselor dedicated to assisting the student to reach a level of responsible citizenship, it seems appropriate for the counselor, or the counseling staff, to initiate a student educational needs assessment.

We have alluded to some of the possible problems inherent in conducting a needs assessment. Let us reconsider some of these briefly.

Personnel. It is essential that as many people as possible be involved in the process. To do this, the leader of the activity must have the support of the administration. With this support, the activity assumes a status of importance within the educational system and the results are more likely to result in positive action. Even with administrative support, however, members of the staff may present a constraint. Any potential change presents a threat to some people. To others, needs assessment implies that someone is doing something wrong. All this suggests that the counselor should work with as many people as are interested while keeping all people in the system informed as to the progress being made. In addition, people do not really understand what a needs assessment is until they have been thoroughly involved in all of its phases and have witnessed the advantages of finally having

objective, substantive information. The counselor will generally find that confusion reigns, and that most things will have to be explained and "sold" a number of times.

Time. Conducting a needs assessment does take time. One cannot expect to accomplish this activity overnight. Planning, organizing, collecting, summarizing and analyzing an enormous amount of data consume many hours for many individuals. Where more efficient methods such as outside scoring or data processing can be used, the counselor would be wise to take advantage of them. The time involved is really nominal, however, when one considers that the appropriate data are now available to plan for the needs of the youth the school serves.

Cost. While one cannot overlook cost as a limiting factor, it should be discarded as an excuse not to conduct a needs assessment. In the beginning stages, the planners must set the financial parameters and establish procedures in accordance with financial resources available. It is important to note that the process of assessing needs begins with the attitude of the people. If they are committed to the process, the process will be accomplished.

This is not a detailed blueprint for a counselor to follow; rather it only offers some general guidelines. The next section describes the process as it has been conducted in several school districts throughout the country. These are offered not as models to follow, but as illustrations. The bibliography provides additional sources of needs assessment information. Finally, the appendix includes two examples of instruments being used to conduct various types of needs assessments.

Who is doing it?

An interesting project conducted in the Salem (Oregon) Public Schools provides some insight into an age-old problem facing counselors. The district (Wilbur Jackson, personal communication, March 18, 1976) identified the problem as "secondary school counselors and guidance personnel spending much of their time on tasks considered to be non-counseling in nature." Through brainstorming the staff identified activities of counselors and grouped them into 15 functions. Counselors and administrators, who believed they could accurately assess the manner in which counselors invested their time, reviewed each major function, adding specific activities deemed to be important and/or time consuming which were not listed under any other function.

Each individual then ranked the 15 functions with a ranking of "1" for the function that consumed most of the counselor's time and a ranking of "15" for the function that consumed the least amount of time. Following the ranking, each person determined the percent of time consumed by each function. They followed same procedure for each of the tasks listed within each function, assigning a rank and a percent of time for each task. Using a base of 1560 hours for the school year, it was possible next to convert percent of time to hours devoted to each function and each task within that function. From this analysis it became clear which were the important tasks and functions of counselors as they perceived and performed them and as administrators perceived them. The district had collected data to determine the "what is" with regard to

how counselors invested their time.

In order to determine "what should be," the district administration contacted "informed and credible counselors, supervisors of guidance programs, and counselor educators nationwide" and asked them "to respond with their understanding of the tasks that have the most probability of achieving generally accepted guidance and counseling goals and objectives" (Jackson, 1976). From the responses, the administration developed a list of 111 tasks which would provide a source of validation for the tasks included in the survey administered to the counselors and adminstrators. A five-point prioritization rating scale was developed.

The analysis of the discrepancies between the counselors' perception of "what is" and the experts' rating of "what should be" has not been completed at the time of this writing. However, the analysis should provide important data for the staff to consider as they begin to redesign their program to overcome the discrepancies.

The previous paragraphs describe how one school system developed a needs assessment process to address the counselor's role within that school system. Another approach was initiated in the Sweetwater Union High School District of Chula Vista, California (see Appendix A). This school system conducted a needs assessment of district counseling services to provide basic information for the Board of Trustees in considering recommendations for the improvement of counseling services. The Board released the chairperson of the district's guidance and counseling committee from regular tasks in order to conduct the study. In addition to the information generated within the district, data were

gathered from eleven school districts, two state departments of education, and several other education-oriented groups who had conducted successful needs assessment studies. The data gathered formed the basis for devising an instrument which was subsequently reviewed by many people and approved for use. The San Diego County Education Data processing Center agreed to handle the data manipulation. Every tenth student in each grade of all schools in the district responded to the survey, which was written in English and Spanish. All responses in the study were anonymous. Parents of those students selected for the survey were also requested to respond to the instrument, as well as all faculty, administrators, and counselors in each school. Various demographic data were retrieved to assist in the analysis of the student responses.

Because the data were processed electronically, it was possible through a variety of computer manipulations to assemble the data from different perspectives. The personnel of the district were cognizant of the plethora of information generated from the assessment and identified priorities for analysis. Some discrepancies became readily apparent and called for immediate consideration and action. Time, it seems, was a primary concern; students wanted more time to meet with their counselors. Higher positive responses regarding counseling services came from students in the continuation school than from those in regular junior and senior high schools. District staff, analyzing the results, recognized the need to ascertain those factors operating in the continuation school that might be translated and adapted to the other schools. Additionally, students expressed a strong need for a job

placement center.

Although an entire monograph could be written analyzing the data from this comprehensive needs assessment, it is only possible here to highlight and emphasize several factors about the study. First, the assessment had the support and the commitment of the staff and the governing board. Second, time was made available to conduct the study and costs were absorbed by the district. Third, attention to the nature of the district's community resulted in the survey instruments being written in the two predominant languages of the community. Fourth, anonymity was provided to insure frankness of response. Finally, data were processed electronically in an efficient manner to provide usable and readable information. It is hoped that such a comprehensive assessment will be updated periodically to ascertain the changes that occur over time.

The counseling staff of Simi Valley (California) High School developed a survey (see Appendix B) to assess student and staff attitudes on a variety of subjects within their school's environment. The purpose of the assessment was to improve the guidance and counseling program as they began to implement their modification of the Student Guidance System (Hays, 1976a, 1976b). The survey was administered to all of the tenth-grade and half of the eleventh- and twelfth-grade students. All staff members participated. Items were so constructed that students could respond introspectively and the staff could react with their perceptions to the same questions. Thus, by analyzing the data, the staff could determine how students perceived themselves in a particular situ-

ation and how others (the staff) perceived the students in the same situation. Items dealt with student self-concept; course offerings; future educational and career plans; attitudes toward school, friends, and staff; racial relationships; drug abuse; and counseling services.

In both the Sweetwater and Simi Valley needs assessments, no attempt was made to identify "what should be," although the Student Guidance System adopted by Simi Valley lists broad student outcomes as a result of the activities of the System. The results, therefore, reflected only the current conditions. While it is true that both studies sought to improve guidance services, it can be only assumed that there existed in the minds of each staff member what the desired conditions should be.

We said earlier that a needs assessment is part of a larger activity broadly described as systematic planning. It is difficult, once one has embarked upon a planning cycle, to differentiate between evaluation and needs assessment. Various instruments used for evaluation can serve equally as a method of determining needs. In 1971, the Pupil Services Section of the Wisconsin State Department of Public Instruction conducted a workshop for local school districts to help counselors design assessment instruments to examine selected or multiple aspects of their services (William Erpenbach, personal communication, July 9, 1976). As a result of this workshop, counseling personnel of East High School, Madison, Wisconsin, surveyed students, parents, teachers, and administrators with two types of questionnaires in an effort to ascertain how these significant others felt about what counselors should do and

actually do.

Fagin and Krueger (1973-74) reported on a Guidance Evaluation Model (GEM) developed and field-tested by 23 Wisconsin schools. Beginning with Wellman's Taxonomy of Guidance Objectives (1967), GEM participants identified 43 objectives written in terms of pupil behavior with performance criteria. Of the 43, 23 were in the educational domain, 10 in the vocational domain, and 10 in the personal-social domain. Some of these objectives were measured by an instrument constructed by the GEM staff. The GEM Self-Assessment Inventory (SAI):

> is a self-report measure consisting of 100 items covering educational plans in high school and after, feelings about present educational programs in relation to careers, problems and need to help in self-knowledge, self-appraisal of abilities, aptitudes, interests, and personal values affecting career choice, and tentative long-range career choices based on level of aspiration (5 levels) and occupational fields (8 fields). The SAI was administered on a sampling basis to 4340 9th grade pupils and to 2650 12th grade pupils in the participating schools. (p. 47)

The survey provided data for the different schools to determine how well their students were achieving the 30 guidance goals accepted as important enough to measure.

Another instrument worthy of note, also emanating from the Wisconsin workshop, was designed by a psychologist, H. B. Kose, for the Waukesha, Wisconsin, public schools. The questions sought to find out how young people perceived the services offered by the counseling staff, and we can only assume that the nature of the questions served to define the "what should be." An analysis of the results elicited by this document hopefully will show areas of discrepancy--areas in which

counselors can initiate improvement activities.

A time study of counselor activities was conducted in 1967-68 by personnel of the Guidance and Counseling Services, Wisconsin Department of Public Instruction. The instrument used in the study is unique in that the construction of the items and the use of two columns, "Now spend" and "Should spend," indicate that the needs assessment process is not a new idea to guidance and counseling!

A more recent needs assessment conducted state-wide was initiated by the Bureau of Pupil Personnel Services, California State Department of Education. As part of a larger project for the improvement of pupil personnel services in California schools, two structured instruments were developed, one for use with students and one with non-student adults. The survey was divided into three major sections: 1) educational-vocational items, 2) personal-social items, and 3) career choices. Survey results showed that the guidance needs of students generally fell into three areas: (a) a need for help in relating to others, (b) a need for help in understanding self, and (c) a need for help in planning for the future. From this information and additional data collected from professionals in a series of meetings held throughout the state, planners generated a document proposing a means to find solutions to problems facing schools and students of California (Guidance and Counseling Task Force, 1975). These data are being used further as support for the development of a state-wide program called RISE (Reform of Intermediate and Secondary Education) (RISE, 1975).

Then what?

Suppose that you have followed this discussion carefully. You agreed to the concept that you should do a needs assessment. You studied the process, selected an instrument (or constructed your own), and you now have the results. Now what? In too many instances, unfortunately, gathering and analyzing information and making interesting comments about it is about as far as anyone goes. No follow-through takes place. You must also begin the process for taking definitive action on what you have learned from the discrepancy analysis.

Following the survey of how counselors spend their time on certain functions and on the tasks within each function, for example, the counselors of Salem Public Schools now know what currently exists. They can see what functions and what tasks are receiving the most attention. Some questions now arise. Does this allocation of time offer the best advantage for accomplishing the generally accepted goals and objectives of counseling? What are the important tasks to be accomplished? To answer this question, the administration has asked experts to identify prime counseling goals. By comparing present activities with goals, discrepancies can be noted. Then what? Priorities, based on the values held by the counselors and information from the discrepancy analysis, must be established. We said earlier that before change can take place, it is important to gain the support of the administration. Each task must be considered both independently and in concert with all of the tasks. If the task is not contributing to the goals and objectives of

counseling and a considerable amount of time is spent on the task, what alternative solutions are there? Notice that we said solutions. We are not yet ready for "a" solution. Should the task be eliminated? Can it be reduced in time? Is it possible that some other person or group can do it? Can the counseling staff be differentiated and clerical or para-professional personnel do it more effectively and efficiently? And we must not overlook the possibility of having students assume some of the responsibilities for the accomplishment of the tasks! Too often, we underestimate the potential of students doing for themselves what we believe to be tasks that can be accomplished only by the professional.

We noted that goals of counseling were only assumed in the needs assessment of Sweetwater and Simi Valley. Most guidance personnel would agree that students often desire more time with their counselors. There never seems to be enough time for counselors to meet extensively with each of their counselees. Therefore, in order to reduce this need of students, counselors must seek different alternatives for working with youth. Much of what students want from their counselors is information. Counselors of Simi Valley addressed this need by developing a broad-based information dissemination program using the classroom teacher.

In the model developed by Hays (1976a), the term "guidance services" has been replaced by the concept of "guidance programs." A program is a systematically, sequentially developed activity encompassing people, places, and things, brought together for the specific purpose of accomplishing predetermined goals. Making all students aware of the requirements for high school graduation need not be done on a

one-to-one basis. The information can be organized and coordinated with the assistance of the total staff. Guidance is a function and a responsibility of all members of the staff--not the exclusive domain of counselors.

As a sidelight, a promising practice that is emerging is the concept of the counselor as a consultant to the teaching staff. A model for this activity can be found in Bishop Carroll High School, Calgary, Canada (Robert Lowery, personal communication, June, 1976), where each teacher is responsible for approximately 32 students and their educational needs. One counselor works with and acts as a consultant to 12 teachers. Another example can be found with the STAC (Students, Teachers, Administrators, and Counselors) Team concept of Lowell High School in the Fullerton Union High School District, Fullerton, California. The STAC Team was organized primarily for the efficient dissemination of guidance information.

Once data from a needs assessment are obtained, priorities must be established and action programs initiated. We stress the point that one should not arrive at an automatic, sometimes predetermined solution to a problem. Traditionally, counselors have responded to criticisms of their effectiveness by calling for a reduced counselor-student ratio to the perceived ideal of 1:250. This is a myth and ought to be recognized as such (Hays, 1972). Counselors must become more creative in developing alternatives. But this creativity must occur within the parameters of the total educational process and be built upon a well-designed continuing needs assessment process.

It is here to stay.

It makes good common sense for counselors to adopt the needs assessment process in order first to establish a data base. Then, on the basis of objective information, counselors can proceed with confidence to develop effective programs to assist youth. We described needs assessment as *the process of ascertaining and documenting the discrepancy between "what is" and "what should be."* It is a process that should be a routine part of the total educational system. It affects all people within the system. We said that student needs must be met by personnel whose needs are being met within an institution organized to provide an effective array of programs to meet all of these diverse needs.

We offered a step-by-step process on how to conduct a needs assessment, emphasizing that it is a process within a larger educational management closed-loop system. It assures continuing feedback for monitoring the system and modifying the system as the need dictates. Schools and school districts were cited which have conducted needs assessment--not as models to be followed in detail, but as examples for all of us as we initiate methods that will lead to desired ends. We have urged those who embark on this endeavor to be prepared to follow through with action programs. We have suggested that an educational community examine its values and from these derive the goals for the institution. School personnel then must develop objectives to insure the accomplishment of the goals. These objectives come from data

obtained from the needs assessment process which has ascertained and documented the discrepancy between what is and what should be. Specific programs encompassing people, places, and things must be designed to accomplish the objectives. Finally, some form of evaluation must take place in order for us to know whether or not we have achieved what we set out to do. But that is not the final step. Crucial to the closed-loop system is the feedback essential for us to reexamine our values, our goals, our very reason for being.

It must seem obvious now that we believe that the needs assessment process is essential for the improvement of guidance programs throughout the country. We began this monograph commenting on the concerns of Americans for greater accountability in all phases of American life and especially in the field of education. We do not foresee any diminution of this charge. We, as educators, can and will accept this responsibility. It can be done through greater stress on the process described in this monograph. It is through a needs assessment process that the needs of youth, individually and collectively, can be identified. Once we know what they are, we can move more effectively and efficiently, and in a humanistic way, to becoming truly responsive to youth both now and in the future.

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SOME EDUCATIONAL AGENCIES
WHO HAVE BEEN INVOLVED
IN THE NEEDS ASSESSMENT PROCESS

Alameda County School Department, Hayward, California.
Appleton Public Schools, Appleton, Wisconsin.
Arizona State Department of Education, Phoenix, Arizona.
Arkansas State Department of Education, Little Rock, Arkansas.
Beaverton Public Schools, Beaverton, Oregon.
Beloit Public Schools, Beloit, Wisconson.
Beverly Hills Unified School District, Beverly Hills, California.
Chaffey Union High School District, Ontario, California.
Eau Claire Area Schools, Eau Claire, Wisconsin.
Fairfield-Suisun Unified School District, Fairfield, California.
Fond du Lac Public Schools, Fond du Lac, Wisconsin.
Fresno City Unified School District, Fresno, California.
Fullerton Union High School District, Fullerton, California.
Hayward United School District, Hayward, California.
Janesville Public Schools, Janesville, Wisconsin.
Kansas State Department of Education, Topeka, Kansas.
Kenosha Public Schools, Manitowoc, Wisconsin.
Kentucky State Department of Education, Frankfort, Kentucky.
Manitowoc Public Schools, Manitowoc, Wisconsin.
Maryland State Department of Education, Baltimore, Maryland.
Mesa Public Schools, Mesa, Arizona.
Milwaukee Public Schools, Milwaukee, Wisconsin.
Minnesota State Department of Education, St. Paul, Minnesota.
Muskego Public Schools, Muskego, Wisconsin.
Nevada State Department of Education, Carson City, Nevada.
New Jersey State Department of Education, Trenton, New Jersey.
New York State Education Department, Albany, New York.
Newport-Mesa Unified School District, Newport Beach, California.
North Dakota State Department of Education, Bismarck, North Dakota.
Oceanside Unified School District, Oceanside, California.
Ohio State Department of Education, Columbus, Ohio.
Ontario-Montclair School District, Ontario, California.
Orange Unified School District, Orange, California.
Oregon State Department of Education, Salem, Oregon.
Platteville Public Schools, Platteville, Wisconsin.
Racine Public Schools, Racine, Wisconsin.
San Diego City Schools, San Diego, California.
Santa Clara Unified School District, Santa Clara, California.
Sheboygan Public Schools, Sheboygan, Wisconsin.
South Carolina State Department of Education, Calumbia, South Carolina.
South Dakota State Department of Education, Pierre, South Dakota.
Stockton Unified School District, Stockton, California.
Texas Education Agency, Austin, Texas.
Washington State Department of Education, Olympia, Washington.

APPENDIX A

Sweetwater Union High School District

Chula Vista, California

Reprinted with the permission of:
Dr. Ward T. Donley
Assistant Superintendent
Student Services
Sweetwater Union High School

STUDENTS

The purpose of this survey is to obtain your honest and frank opinion of counseling and guidance services in order that counselors may better be able to provide improved services to you.

DIRECTIONS: Fill in the answer sheet to indicate how you feel about a statement.

1 or A. strongly agree - excellent - very important - always or yes (very positive)
2 or B. agree - good - important - usually (positive)
3 or C. no opinion - does not apply - uncertain
4 or D. disagree - fair - slightly important - seldom (negative)
5 or E. strongly disagree - poor - not important - never or no (very negative)

1. I can trust my counselor.
2. If I had a personal emergency or concern I would feel free to discuss it with my counselor.
3. I feel my counselor is interested in me.
4. My counselor would not bust or hassle me if I made a mistake.
5. My counselor should transfer me if I don't like a teacher or class.
6. My counselor does not make me feel he is too busy to help me.
7. My counselor listens to what I have to say.
8. I can talk to my counselor without being heard or interrupted by other students or school personnel.
9. Educational and career information is available for me to read where I wait to see my counselor.
10. I have never been hassled by any school personnel while waiting to see my counselor.
11. I would like to have a counseling center separate and away from the administrative offices.
12. My counselor is friendly and easy to talk with.

13. I benefit by talking to my counselor.

14. It is reasonably easy for me to get in to see my counselor when I want to.

15. I think my counselor knows who I am.

16. I think my counselor has too many students.

17. I have had adequate assistance from my counselor in planning my program.

18. I feel a program designed to show students how to help other students would be valuable.

19. My counselor discusses such topics as self-worth, values and responsibility with me.

20. My counselor gives me information about course and graduation requirements.

21. My counselor helps me plan an alternative, technical, vocational or college education beyond school.

22. My counselor makes me aware of financial aids available for education beyond high school.

23. There should be a full-time career counselor at my school.

24. I have a place to obtain career information at my school.

25. My counselor or a career counselor helps me learn how to use information in planning a career.

26. My counselor helps me be aware of my abilities, interests, strengths and weaknesses.

27. If my school had a placement center for helping students find a job I would use it.

28. If my school provided a counselor on duty during evening hours to help students or parents I would use the service.

29. My counselor helps me plan ways to study better.

30. Rate the overall counseling services provided to you.

31. I have spent this time discussing my educational plans.

32. I should spend this time discussing my educational plans.

33. I have spent this time discussing my career plans.

34. I should spend this time discussing my career plans.

35. I have spent this time discussing social and personal topics.

36. I should spend this time discussing social and personal topics.

37. Please add any comments that you feel would help improve the counseling services for you or at your school. (Space is available on back of answer sheet.)

Thank you for your help.

PARENTS

The purpose of this survey is to obtain your honest and frank opinion of counseling and guidance services in order that counselors may better be able to provide improved services for your child.

DIRECTIONS: Fill in the answer sheet to indicate how you feel about a statement.

1 or A. strongly agree - excellent - very important - always or yes (very positive)
2 or B. agree - good - important - usually (positive)
3 or C. no opinion - does not apply - uncertain
4 or D. disagree - fair - slightly important - seldom (negative)
5 or E. strongly disagree - poor - not important - never or no (very negative)

1. I am familiar with the counseling services available for my child at school.
2. I know who my child's counselor is.
3. I have conferred with my child's counselor.
4. I am aware of the educational opportunities available to my child.
5. I have discussed my child's educational program with a counselor.
6. If my child's counselor were available for evening conferences, I would make use of this service.
7. I feel free to get in touch with the counselor if my child were to experience educational, personal, or social difficulties at school.
8. My child's counselor has been available when I have tried to make contact or has returned my calls.
9. I feel the counseling services available to my child are adequate.
10. The counselor is readily available to my child.
11. I feel my child's counselor should make home visits.
12. I am familiar with my child's course and graduation requirements.
13. I feel that 420 students are too many to assign to each counselor.

14. Please add any comments that you feel would help improve the counseling services for your child or at your child's school. (Space is available on back of answer sheet.)

Thank you for your help.

STAFF

DIRECTIONS: Fill in the answer sheet to indicate how you feel about a statement.

1 or A. strongly agree - excellent - very important - always or yes (very positive)
2 or B. agree - good - important - usually (positive)
3 or C. no opinion - does not apply - uncertain
4 or D. disagree - fair - slightly important - seldom (negative)
5 or E. strongly disagree - poor - not important - never or no (very negative)

1. Our counseling staff maintains and interprets records for me.

2. Our counseling staff participates in conferences with students, teachers and parents.

3. Our counseling staff participates in the development of the master schedule.

4. Our counseling staff participates in curriculum development at our school.

5. I feel there is adequate communication between the staff and counselors.

6. Our counseling staff provides adequate follow-up to counseling conferences.

7. The counseling staff and I generally agree on the type of services they should be rendering.

8. The physical facilities provided for teachers in the counseling offices are adequate at our school.

9. Our counseling staff is readily available for teacher conferences.

10. I feel I understand the goals and objectives of counseling.

11. I would be interested in participating in an advisory committee to the school guidance program.

12. I feel the students I refer benefit by speaking to the counseling staff.

13. I feel counselors should have extended working hours and days.

14. I feel that 420 students are too many to assign to each counselor.

COUNSELORS

During meetings with school counseling staffs and the division chairperson, the following items were suggested as those needed to improve our counseling services. Please rate them as indicated:

1 or A. strongly agree - excellent - very important - always or yes (very positive)
2 or B. agree - good - important - usually (positive)
3 or C. no opinion - does not apply - uncertain
4 or D. disagree - fair - slightly important - seldom (negative)
5 or E. strongly disagree - poor - not important - never or no (very negative)

_____1. Solving problems with San Diego County Education Computer Service

_____2. Evening counseling (full staff or duty counselor concept)

_____3. Co-ordination with adult school

_____4. Standardization of how and when graduation requirements are met

_____5. Reduced counseling load (300-1 maximum per full-time counselor)

_____6. Extended contract (hours and days)

_____7. Clarification and discussion pertaining to the punitive role of counselors

_____8. District coordinator of counseling services

_____9. Reduced district psychologists case load (maximum 2 schools)

____10. Counseling center concept removed from administrative area

____11. Developmental counseling program

____12. Counselor input in curriculum planning

____13. Re-order priorities regarding use of counselor time (time analysis chart)

____14. Full-time career counselor at each school

_____15. Clerical help for counselors to be utilized for purposes intended

_____16. Sweetwater District Counseling and Guidance Association

_____17. On-site counseling services coordinator (with reduced case load)

_____18. District hotline and crisis center

_____19. Paraprofessional help in counseling services

_____20. Peer counseling programs

_____21. Clarification of policy of assignment of counselors to lunch supervision

Please rank order those items you rate "A" (very positive). Please limit your ranking to 10 items or less.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

Please add any comments that you feel would help improve the counseling services. Please include your present case load with the number of periods you counsel and indicate if counselors were added to your staff to reflect the reduction in student/counselor ratio from 75-1 to 70-1 per hour.

_____

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR HELP.

COUNSELOR'S TIME ANALYSIS

This chart is for the purpose of estimating and comparing the percent of time spent with the percent of time that should be spent by a counselor in giving direct services to students, teachers, administrators, and parents in trying to help them accomplish various guidance objectives. Judgments need to be made in estimating time.

		PERCENT	
		time spent	should spend
1.	Assisting students plan an educational program	_____	_____
2.	Assisting students in career planning	_____	_____
3.	Pre-register, program, balance classes and deal with teacher and student transfer requests	_____	_____
4.	Assisting students plan education or training beyond school	_____	_____
5.	Assisting students gain financial aid for education or training beyond school	_____	_____
6.	Assisting students develop learning skills	_____	_____
7.	Assisting students be aware of and develop values	_____	_____
8.	Assisting students develop self-understandings, identities and feelings of self-worth	_____	_____
9.	Assisting students develop satisfying interpersonal relationships	_____	_____
10.	Assisting former students	_____	_____
11.	Assisting teachers to understand their students and the guidance process, participating in teacher-student conferences, and meetings with teachers or teacher groups	_____	_____

12.	Assisting administrators to understand the student population, participating in parent/ student/administrator conferences and meetings with administrators or administrator groups	_____	_____
13.	Assisting parents to understand the guidance services available and keep parents informed of the educational progress of their child	_____	_____
14.	Clerical, supervision, taking classes, club sponsorshio, and other duties	_____	_____
	TOTAL PER YEAR	100	100

APPENDIX B

Simi Valley High School,

Simi Valley Unified School District

Simi Valley, California

Reprinted with the permission of:
Dr. Robert Jacob
Principal
Simi Valley High School

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To the Students of Simi Valley High School.

The Counseling Center is conducting a short survey to get information on student attitudes on a variety of subjects. We intend to use this information to help us improve the counseling program. We would appreciate your cooperation and your honest answers to this survey.

In answering the survey, there are a few things to keep in mind:

1. Mark answer choices ONLY ON THE ANSWER CARD.
2. DO NOT make any marks on the survey form.
3. Use only a #2 pencil and make marks only within the bubble. Fill in the entire bubble.
4. Make sure that you are matching the question number on the survey with the correct answer number on the answer card.
5. If you do not want to answer a question, skip it and go on to the next question.
6. Select only one answer per question.
7. Make no extra marks on the answer card.

Counseling and Guidance Student Survey

1. Please mark the answer block according to your year in school:

   A = Grade 10
   B = Grade 11
   C = Grade 12

2. Please mark the answer block according to your sex:

   F = Female
   G = Male

3. Select one of the following which most nearly says how you feel about your future plans:

   A. I have definite plans after I graduate from high school.
   B. I am not sure what I am going to do after I leave school.
   C. I am really confused about my future.
   D. I have no plans.
   E. None of the above.

4. If you have plans for the future please mark the block which most nearly represents your choice.

   I plan to:

   F. Enter the service.
   G. Go to a college.
   H. Take a vocational program.
   J. Go to work.
   K. Get married.

5. How do you see yourself as a student? As a student I am:

   A. Excellent.
   B. Good.
   C. Average.
   D. Fair.
   E. Poor.

6. When I have a personal problem, I trust one of the following more than I do the rest:

   F. An adult outside of school or my home.
   G. A teenage friend.
   H. A teacher.
   J. One of my parents.
   K. None of these.

7. How do you usually feel about yourself as a person?

A. I feel very good.
B. I feel mostly O.K.
C. I just feel "so-so."
D. I feel poorly.
E. I have no feelings about this.

8. How do I feel about my personal appearance?

F. I really like the way I look.
G. I usually like the way I look.
H. I look O.K.
J. I don't like the way I look.
K. None of these.

9. I feel worthwhile as a person.

A. Always.
B. Usually.
C. Sometimes.
D. Hardly ever.
E. Never.

10. I expect from myself:

F. Too much.
G. Quite a bit.
H. Reasonable amount.
J. Very little.
K. Nothing.

11. I feel other people expect from me:

A. Too much.
B. Quite a bit.
C. A reasonable amount.
D. Very little.
E. Nothing.

12. I feel I know myself:

F. Very well.
G. Reasonably well.
H. O.K.
J. I need to know more about myself.
K. Not at all.

13. When I'm angry I usually:

A. Lose Self-control.
B. Say what I think.
C. Take it out on people not involved.
D. Become quiet.
E. Keep it to myself.

14. The way I usually feel about other people is:

F. I like to be with a group of people.
G. I like to be with just a few friends.
H. I like to be with just one other person.
J. I like to be by myself.
K. None of these.

15. Mark one of the following. I feel I need:

A. Many courses on knowing myself and others.
B. Some courses on knowing myself and others.
C. A few courses on knowing myself and others.
D. No courses on knowing myself and others.
E. None of these.

16. Mark one of following which best shows how you feel about your classes:

F. Some of my classes are too easy.
G. Some of my classes are too hard.
H. All of my classes are too hard.
J. All of my classes are too easy.
K. None of these.

17. Mark one of following. When I have a problem with a class:

A. I talk to the teacher about it.
B. I talk to another teacher or coach about it.
C. I talk to a counselor about it.
D. I talk to friends about it.
E. I stay out of class.

18. For what I plan to do after I get out of school, I take:

F. All the courses I need which are offered.
G. Many of the courses I need which are offered.
H. Some of the courses I need which are offered.
J. Very few of the courses I need which are offered.
K. None of the courses I need which are offered.

19. I feel I need more courses:

A. That get me ready for college.
B. That get me ready for work.
C. Combination of the above.
D. None of the above.

20. Assume you had a big, major problem who would you see:

F. A teacher.
G. A counselor.
H. A fellow student(s).
J. A nurse or some other non-teaching staff member.
K. A dean

21. If you are bored with school, mark the one which best applies to you:

A. I have the same routine in class every day.
B. I can't keep up with the work.
C. I have too many home problems.
D. I have too much repetition of Junior High classes.
E. I have too many personal problems.

22. If you are bored with school, mark the one which best applies to you.

F. I don't like my teachers.
G. I have too many classes that are unimportant to me.
H. School doesn't offer me anything.
J. I can't get involved in classroom activities.
K. I get too much busy work.

23. Mark one of the following items:

A. I would like to know my teachers better.
B. I don't want to know my teachers at all.
C. I know most of my teachers well enough.

24. For me, my high school is:

F. Friendly.
G. Has many groups I can belong to.
H. Unfriendly.
J. Angry and hostile.
K. None of these.

25. For me, Simi High classes are:

A. Very easy to pass.
B. Easy to pass.
C. Take a little work to pass.
D. Take a lot of work to pass.
E. Are impossible to pass.

26. In my family, when there are problems I talk to:

F. Mom.
G. Pop.
H. Brother or sister.
J. A relative.
K. No one in my family.

27. It seems to me at Simi High, there are:

A. More boys than girls here.
B. More girls than boys here.

28. My parents are:

F. Still married to each other and living together.
G. Divorced.
H. Divorced and re-married.
J. Divorced more than once.
K. Separated.

29. On this campus, between ethnic groups like Blacks, Whites and Chicanos:

A. There is general acceptance.
B. There are some problems.
C. There are a lot of problems.
D. There is near war.
E. I don't know about this.

30. For dating in Simi Valley, I feel:

F. There are a lot of places to go.
G. There are some places to go.
H. There are not many places to go.
J. There are no places to go.
K. I don't have dates.

31. The City of Simi Valley:

A. Provides some things teenagers can do for fun.
B. Provides a lot of things teenagers can do.
C. Provides nothing for teenagers to do for enjoyment.

32. For students at this school, drugs and alcohol are:

F. No problem.
G. Some problem.
H. A big problem.
J. A really big problem.

33. People who use drugs and alcohol should be:

A. Left alone.
B. Helped to stop.
C. Gotten rid of.
D. Pushed away until they change.
E. Accepted.

34. If you have used the counseling services this year, how do you feel about the help you received:

F. I got all the help I needed.
G. I got some help.
H. I got very little help.
J. I got no help.
K. It made my problem worse.

35. If you used the counseling services this year, were you usually made to:

A. Wait a long time to be seen.
B. Wait only a reasonable length of time to be seen.
C. Wait only a short time to be seen.
D. Did not have to wait at all to be seen.
E. Did not get to see a counselor.

To the Staff of Simi Valley High School

The Counseling Center is conducting a short survey to get information on student and staff attitudes on a variety of subjects. We intend to use this information to help us improve the counseling program. We would appreciate your cooperation and your honest answer to this survey.

In answering the survey, there are a few things to keep in mind:

1. Mark answer choices ONLY ON THE ANSWER CARD.
2. DO NOT make any marks on the survey form.
3. Use only a #2 pencil and make marks only within the bubble. Fill in the entire bubble.
4. Make sure that you are matching the question number on the survey with the correct answer number on the answer card.
5. If you do not want to answer a question, skip it and go on to the next question.
6. Select only one answer per question.
7. Make no extra marks on the answer card.

Counseling and Guidance Staff Survey

1. How do you see yourself as a teacher. As a teacher I am:

   A. Excellent
   B. Good
   C. Average
   D. Fair
   E. Poor

2. When I have a personal problem, I trust one of the following more than I do the rest:

   F. A professional outside of school or my home
   G. A friend
   H. A teacher
   J. A member of my family
   K. School counselor

3. How do you usually feel about yourself as a person:

   A. I feel very good
   B. I feel mostly O.K.
   C. I just feel "so-so"
   D. I feel poorly
   E. I have no feelings about this

4. I feel worthwhile as a person:

   F. Always
   G. Usually
   H. Sometimes
   J. Hardly ever
   K. Never

5. How do you think SVHS students see themselves. As individuals they see themselves as a worthwhile person:

   A. Always
   B. Usually
   C. Sometimes
   D. Hardly ever
   E. Never

6. I expect from myself:

F. Too much
G. Quite a bit
H. A reasonable amount
J. Not enough
K. Very little

7. I expect from my students:

A. Too much
B. Quite a bit
C. A reasonable amount
D. Not enough
E. Very little

8. I feel the SVHS Staff expects from me:

F. Too much
G. Quite a bit
H. A reasonable amount
J. Not enough
K. Very little

9. I feel that SVHS students expect from me:

A. Too much
B. Quite a bit
C. A reasonable amount
D. Very little
E. Nothing

10. I feel I know myself:

F. Very well
G. Reasonably well
H. O.K.
J. I need to know more about myself
K. Not at all

11. I feel SVHS students know themselves:

A. Very well
B. Reasonably well
C. O.K.
D. Not very well
E. Not at all

12. Mark one of the following. I feel I need:

F. Many courses on knowing myself and others
G. Some courses on knowing myself and others
H. A few courses on knowing myself and others
J. No courses on knowing myself and others
K. None of these.

13. I feel SVHS students need:

A. Many courses on knowing themselves and others
B. Some courses on knowing themselves and others
C. A few courses on knowing themselves and others
D. No courses on knowing themselves and others
E. None of these

14. Mark one of the following. When I have a problem with a class:

F. I talk to a fellow teacher about it
G. I talk to an administrator about it
H. I talk to a counselor about it
J. I talk to friends about it
K. I talk to the student(s) about it

15. I feel SVHS students need more courses that:

A. Prepare them for college
B. Prepare them for work
C. Combination of the above
D. None of the above

16. Mark one of the following items:

F. I would like to know my students better
G. I don't want to know my students at all
H. I know most of my students well enough

17. For me, this high school is:

A. Friendly
B. Has many groups I can belong to
C. Unfriendly
D. Angry and hostile
E. None of these

18. For SVHS students, I perceive they feel:

F. Friendly
G. Have many activities
H. Unfriendly
J. Angry and hostile
K. None of these

19. For SVHS students, most classes:

A. Are very easy to pass
B. Are easy to pass
C. Take a little work to pass
D. Take a lot of work to pass
E. Are very hard to pass

20. On this campus, between ethnic groups like Blacks, Whites and Chicanos:

F. There is general acceptance
G. There are some problems
H. There are a lot of problems
J. There is near war
K. I don't know about this

21. For students at this school, drugs and alcohol are:

A. No problem
B. Some problem
C. A big problem
D. A really big problem

22. People who use drugs and alcohol should be:

F. Left alone
G. Helped to stop
H. Sent to institutions to receive help
J. Turned over to the police
K. Accepted

23. If you have used the counseling services this year, how do you feel about the help you received:

A. I got all the help I needed
B. I got some help
C. I got very little help
D. I got no help
E. It made my problem worse

24. If you used the counseling services this year, were you usually made to:

F. Wait a long time to be seen
G. Wait only a reasonable length of time to be seen
H. Wait only a short time to be seen
J. Did not have to wait at all to be seen
K. Did not get to see a counselor